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PROJECTS FOR THE HIGH SCHOOL

**Sample Materials for the Junior and Senior High
School**

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These projects have been planned, developed and reported by those New Jersey teachers enrolled in the Extension Courses in the Project Method of Instruction.

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Preface

The projects included in this bulletin represent a selection of materials which illustrate what may be done in the junior and senior high school. The projects which follow constitute a selection from a much larger number, but we have endeavored to include samples for each of grades seven to nine, inclusive. Space will permit us to present only one project for the senior high school. In our selection we have endeavored to include projects which enlist a variety of interests and which cover a number of subjects.

These projects have been developed in the Extension Courses in the Project Method of Instruction. We feel that they will be of aid to New Jersey teachers in planning similar undertakings.

We desire to express our thanks to the county superintendents, city superintendents, principals, and presidents of teachers' organizations who have co-operated in the organization of our Extension Courses, and who by their untiring efforts have contributed so much to making them a success.

THE EDITORS.

The Cacao Industry

Jennie B. Post, Grade 7A, West Hoboken, N. J.

SITUATION

In connection with our geography lesson, the pupils had been discussing the steady increase in trade between the United States and South American nations. This talk led to the statement that since the completion of the Panama Canal the sailing distance between New York and Guayaquil had been reduced thousands of miles and that better and swifter boats were being put into service. "Name an important product that these boats bring us from Ecuador," was then asked. Various things were mentioned, but Cacao and Chocolate were heard the oftenest. "What is the difference between the two?" was the next question. Quite a discussion followed, and I felt that this was a favorable situation for starting a study of Cacao industry. I felt sure the subject would appeal to the pupils, as all boys and girls are fond of candy and especially chocolate candy.

AIMS

The teacher's aims were: To promote interest in industrial life; to study the Cacao industry; to teach good English, neatness, business forms, writing of letters, telegrams or cablegrams, and advertisements.

ACTIVITIES

The work was launched in the formation of a Cacao Company, composed of all the pupils in the class, said company to have a plantation in Ecuador and a factory and warehouses located in or near New York City.

A Cacao Company was formed, with a capital of \$40,000, divided into 400 shares of \$100. There being 40 pupils in the class at the time it was decided that each pupil should own 10 shares or \$1,000 worth of stock.

Officers for the Company were then nominated and elected by the pupils. The President and Treasurer were boys who were popular with the pupils. The Vice-President and the Secretary were girls and equally popular. It was suggested that a suitable name be given the Company, and the pupils were told to think about it and report at the next meeting. When the appointed time came, many names were handed in, but "The Star

Cacao Co." received the greatest number of votes. Trade marks were then exhibited, discussed, and one chosen. This was not a difficult task, as our name really suggested the one chosen.

The next step was the locating of our factory and the securing of our plantation in Ecuador. Maps were exhibited and several sites named. Pupils debated as to why these places were or were not suitable, and finally decided to locate the Company's factory on High Street between Summit and Kerrigan Avenues. This is a vacant plot, a short distance from our school.

Various suggestions were offered as to how they were to secure their foreign plantation. This is what they finally decided to do: Write to a foreign agent who had been recommended by our Consul General at Guayaquil, Ecuador, and ask him to act as their agent and select a suitable cacao plantation along the Guayas River; also, secure the services of a capable agent for the plantation. The letter was written and also his answer to the Company. Then, the Company's communication to Mr. Crespo, the new manager, was written, asking him to cable them as to shipment of Cacao beans. This brought in the desired drill in letter writing and writing of telegrams.

Next there was a discussion of employees needed. "Ads" from papers were exhibited and pupils assigned to write "ads" for help wanted. Then came a lesson on answering "ads." The new assignment was, "The answer to an advertisement." Pupils were told to make their answers brief, to write well and to spell all words correctly. The pupils then had a socialized lesson on "Our foreign plantation." This was followed by a discussion on "Cacao Industry"—Necessity, growth, etc.

The Company then decided to advertise more widely, making an advertising pamphlet. The following outline for the pamphlet was prepared and committees appointed. Each committee was assigned a topic.

- Story of Discovery.
- Where grown.
- Climate—soil.
- How obtained.
- Preparation for use.
- Manufacture of Cacao.
- Uses of Cacao.

Booklets were written and illustrated, the design on the cover being the trade mark of the Company.

COMMENT

This project has been of great help in the English work. They have learned to write well and to be careful in the choice of language.

REFERENCES

Educational Exhibits and Reading Material have been received from the following companies:

Walter Baker.

Hershey.

Runkel.

Walter Lowney Co.

Peter Callier Kohler Co.

Lantern slides were borrowed from Department of Conservation and Development, Trenton, N. J.

The Star Cacao Company's Store

Jennie B. Post, Anna Nolan, Secretary, School No. 4, West Hoboken, N. J.

SITUATION

This project was suggested by and is the outgrowth of the previous one. The Star Cacao Company had been in existence about a month when the idea of opening a school store and having the members of the Company take charge of it was suggested to me. I considered it carefully and then decided that here was an opportunity for teaching profit and loss, discount and commission in a practical way by the project method and in accordance with our new course in arithmetic adopted last autumn.

PURPOSING

To teach gain and loss, per cent, discount, commission by practical problems. Pupils would learn from actual experience how to keep "Cash Accounts," account of bank deposits and withdrawals. It would enable pupils to see that whatever was gained or lost by a transaction would affect each one as a member of the firm. Proceeds or gain from sales would enrich our school treasury and enable the school to purchase new lantern slides.

PLAN

The subject was discussed with the pupils and great enthusiasm was shown. It was suggested that we buy "Dairy Maid Chocolate Products" from Brewster Sons and Company and sell them to the pupils after school, twice a week.

The one great obstacle in our way was the securing of the money to accompany our first order. Various suggestions were given by pupils. One suggested that we send our order, sell the goods within 30 days and then pay for them. He was shown

that we would lose our cash discount. Several suggested having each pupil advance one dollar to make the required amount. This was not thought to be advisable.

The principal of our school then came to our assistance and advanced \$71.84, which was the amount in the school treasury at that time. This money was the proceeds from a cake and candy sale held in our school, last term, for the purpose of buying lantern slides.

ACTIVITIES

On April 8th the amount of \$71.84 was deposited in the Highland Trust Company's Bank and on the afternoon of the same day an order for chocolate candy of various kinds and cocoa amounting to \$31.61 was filled out and with a check for the amount was mailed to Brewster Sons Company at Newark.

It was decided that our store should be open on Monday and Thursday afternoons at 3.00 P. M., and room 5 was the place selected for the sale. Pupils were to enter from the hall and leave by the fire-escape doors, thus avoiding noise and disorder in the corridors. The pupils then set to work to prepare "post-ers" which would announce the opening of the new store. One for each room was completed and each was hung in a conspicuous place. The pupils were divided into five committees, two consisting of girls and three of boys. The girls were to sell the products and the boys to act as monitors and assist in every way possible.

On the days of sale three girls and three boys were permitted to go down a few minutes before the bell rang and, under the supervision of Miss Nolan, Secretary of our school, arrange the boxes on the tables and place the prices on the candies. The treasurer was to take charge of the money after it had been counted and the following day deposit the same in the bank.

Our supplies arrived April 12th and our store opened the following Thursday. Our proceeds from the first sale amounted to \$24.61.

Our arithmetic lesson the next morning consisted of problems taken from our sales of the day before. For example:—

We paid \$0.90 for a box of chocolates containing 24 bars, and yesterday we sold them at \$0.06. What was our gain in percentage? Or, we reduce our \$0.15 candies to \$0.12. What is the percentage of reduction?

Each pupil opened a cash account wherein all cash receipts and cash payments were recorded.

Three orders have been sent to the manufacturers, and each time pupils have found the amount of the bill, the war tax and the cash discount allowed.

COMMENT

Needless to say, the project undertaken has had the desired result in the class-room. The pupils have looked upon their tasks, not as work, but as something which they were eager to do and to get results in. They have entered into them with a zeal and earnestness which might have been lacking if they had not all had the same aim or purpose.

Clay Industries of New Jersey

Helen Plummer, Seventh Grade, Lincoln School, Trenton, N. J.

INTRODUCTION

The mental ability of my class is very much below normal. The difference between the physical and mental age is as much as four years in a few cases, and in nearly every case it is almost impossible to arouse interest and to hold it.

We read over the list of industries of New Jersey in class. The children then tried to find all the advertisements of these industries that they possibly could, and brought them to school.

A few boys who do neat hand work printed the names of the manufacturing centers on strips of cardboard, and others posted the advertisements at the back of the room.

Every member of the class brought in advertisements, and also tried to find some information about the industry advertised. They were very much interested, and were eager to give something toward our work.

We found that there were many industries, and that it would be interesting to find the reason for their location, where the raw materials come from, where the finished products find a market, and many similar questions.

We took up all of these industries very briefly. By this time the children were really enjoying themselves, and decided that they would like to take up one industry thoroughly. "The Clay Industries of New Jersey" was the subject chosen as their project.

ACTIVITIES

First, we made up a list of articles made of clay. This list was lengthened after we studied, for the children found that they knew very little about clay products.

We developed the following brief outline on clay:

- a. What it is.
- b. Where it comes from.
- c. How it is obtained.

- d. How it is made into its various finished products.
- e. Chief centers of industry in New Jersey.
- f. Markets for finished products.

Then the class had a definite aim in view. They wanted to find out definite things about clay. They looked in their text books, reference books and encyclopedias, and began to realize that they could not find just what they wanted.

We talked over our needs together, and I suggested that perhaps they might write letters to the firms whose advertisements we had posted. There were not nearly enough different firms to go around the class, but this difficulty was solved by using the Industrial Directory of the State, which the Librarian of the Trenton Free Public Library had sent one of the girls who had written to her, at my suggestion, for material.

We had studied letter-writing, and now the children seemed anxious to put their knowledge into real use. They passed the Directory around the room and each chose a firm.

They tried to apply the points I had attempted to impress upon them in writing a courteous business letter, with results which would have pleased the most exacting. No two letters were alike. With very few exceptions, the children received answers to their letters.

The class was given not only a wealth of information about their project, but was also impressed with the business courtesy and the great interest these men must have in the schools to induce them to use their valuable time in dictating such long letters of information to young boys and girls, from whom no financial returns could be expected.

Polite letters of thanks were sent to these men, as well as to the State Librarian, who sent two very good references.

When we had material with which to work, the children decided to organize themselves into three companies. One company dealt in raw materials, one in porcelains and one in bricks. The clay company told of the different kinds of clay, their uses, and the countries from which they were obtained, as well as the commercial routes used in their transportation. The porcelain and brick companies followed their product from the raw materials to the finished products and sent it out on the market.

The class as a whole studied the different trade routes between China, France, Germany, England and the United States. Under this heading came a discussion of the relative cost of rail and water transportation, and the various elements which figure in the cost of a manufactured article.

Many sub-topics, which might have been taken up with a bright and normal class, were only briefly touched upon. For

instance, the nationality of the men who originated the industry in this country? The need of a protective tariff and the effect of it upon this industry, etc.

The pupils summed up the information which they had gained in a composition called, "The Story of My Life," and sub-divided it into these topics:

1. Where I first lived.
2. My Journey to Trenton, N. J.
3. My experiences in the Factory.
4. My present home.

They made these papers attractive by making a suitable cover and illustrating their stories appropriately.

COURSE OF STUDY

Terms peculiar to the industry were looked up in the dictionary and used as a spelling lesson.

The different machines were drawn upon the blackboard and their use explained.

The girls, in drawing, made small clay trays which they decorated.

Each member of the class made any clay product he or she wished, from plasteline.

RESULTS

The pupils, in the first place, were interested. They wanted to write letters. They wanted to find all the information they could about clay. They talked about China and were eager to find why the Chinese had not kept their place in the pottery industry. They chose the Panama Canal Route in preference to the Mediterranean Sea in coming from China to New York Bay, and were really desirous to find a shorter way to reach Trenton than by going all around the coast and up the Delaware. Thus many topics which the State Monograph required to be covered by a seventh grade class were covered.

My English papers were the best that I had ever received, which, I think, shows that the children profited by their work.

Rewriting "The Christmas Carol" for the Fourth Grade

Ethel W. Gibb, Seventh Grade, Bernardsville, N. J.

INTRODUCTION

The project undertaken was the rewriting of Dickens' "Christmas Carol," by the Seventh Grade pupils, in a form that

could be given to Fourth Grade pupils to read. The work took about fourteen classroom recitations of thirty minutes each. Most of the actual writing was done by the pupils at home. In school, the work was read, the criticisms and suggestions given in socialized recitations, and the work revised at home.

AIMS

My aims in having the pupils do this work were varied. The main purpose was to test their knowledge and appreciation of the story without a formal examination, and to insure a more lasting knowledge of the story through a second, more careful reading of it. Secondary aims were to test the pupils' ability to pick out and tell about the important events of the story, to discover whether they knew the meaning of the many difficult words used, to aid in applying their knowledge of formal grammar, to emphasize good English and a good choice of words, and to aid their oral reading expression.

The pupils' aim was to instill the spirit of Christmas love, giving and kindness in the younger pupils through a story which they could understand and enjoy. As one pupil said, "Christmas isn't only for getting presents; it's for giving them and making other people happy. It would be good to teach the fourth grade pupils that without 'preaching' to them, and we could do it with the story, just like Dickens did for us."

TEACHERS' PREPARATION

In preparing for this project, I had to begin my work when the story was first taken up in class. The Seventh Grade consisted of forty-five pupils, both boys and girls, most of whom were interested in reading. A few boys, however, were repeating the grade and I wanted to interest them, if possible. The reading of the "Christmas Carol" was begun soon after Hallowe'en, while the memory of ghost stories was still fresh in the minds of the pupils. This was also necessary to allow time for the reading of the story, the rewriting of it, the mimeographing of it by a High School class, the making of covers, and fastening it in book form for the fourth grade to read at Christmas.

PURPOSING

In introducing the story, I tried to bring out the delightfully delicate humor, characterization and pathos of the story rather than stressing new words and story structure. As a result, when the story was read and discussed the class voted that it was "a good story." One boy volunteered that it wasn't only funny, but it taught something. Then followed a discussion of the

Christmas spirit, the change in Scrooge, the moral, and why the story has lasted so many years. One girl exclaimed, "I should think everyone ought to read this story before Christmas."

There was the opportunity I had been waiting for, and I asked, "What about young children reading it? Would it do them any good?"

"Not as it is," answered one girl. "They wouldn't know all the hard words, because we didn't even know them ourselves."

"Then I'm afraid that they'll have to miss it, won't they?" I said.

"Couldn't we tell it to them?" suggested Dominic.

This suggestion was vetoed by Cynthia, the practical girl, who said, "It's too long, and we might get mixed up and use bad English. Besides little children wouldn't pay attention for so long a time perhaps."

Then Alfred spoke up, "Why couldn't we write it for them and make it easy?"

For a moment there was silence in the room, then I said, in a doubtful tone, "That would be splendid, Alfred, but could this grade do it? It is very long, you know, and would mean a lot of hard work for everyone."

The class, to a pupil, resented the seeming slur on their ability. Such a babel as resulted. Remarks such as, "Sure, we can do it." "Don't you think we could do it, Miss Gibb?" "It would be easy," and other similar expressions were heard.

Finally, I asked, "But why are you so anxious to rewrite the Christmas Carol?"

Carl responded quickly, "Why, they need it; we all need it. It's worth while doing and will be fun."

"I think you are right about it being a good thing," I answered. "But how are you going to start?"

PLANNING

After hearing several plans discussed, the class decided to adopt the one offered by Allen, which was that the class should be divided into six committees. Five of the committees were to rewrite the story, each committee taking one stave. The sixth committee was to give aid to individuals who needed it and do any extra work which was necessary. Each committee was to have a chairman and divide up the work of the stave.

"How are you going to choose the committees?" I asked.

"Let each one tell which stave he'd rather write about," replied Allen.

"Suppose you have too many for one stave and not enough for another; what will you do?" I questioned.

"Why, we'll have to choose another, then. Anyhow, they're all good," replied Allen, cheerfully.

The class agreed that that plan sounded fair, so Allen went to the board and wrote Stave I, Stave II, etc. He then turned to the class and said, "Those who want to rewrite Stave I please stand." As they did so, he wrote their names under the heading Stave I, and proceeded thus until he had the five committees for rewriting the "Christmas Carol." Then the ones who desired to be in the "Helping Committee" stood, and their names were taken. Several pupils had to make a second choice of the stave that they would rewrite, so that the committees would be more evenly balanced, but in every case the change was voluntary and was made cheerfully.

When this was done, Charlotte asked, "May the committees sit together and choose a chairman, so we can begin work?"

Permission was given and five minutes were allowed for the reseating of the groups, and the choosing of a chairman for each.

This was entirely the work of the pupils. During the choosing of the committees and the chairman I remained at the back of the room, only offering advice or giving assistance when requested to by the pupils. The room was not quiet, but it was the noise of interest and work, and not disorder.

At the end of five minutes I called the class to attention and asked, "How are you going to find out what to write?"

One pupil said, "Won't the chairman tell us that? I think that is the way."

It was finally decided, though, that each chairman should make a list of the important topics in his stave and, after having it revised by his committee, let each one choose the part that he would write. On the following day when this was done second choices were again made cheerfully.

"Isn't there anything for the rest of the class to do to-night?" I then asked.

"Sure," responded Alfred slangily, "we'll have to read our stave over, so we know it better and look up hard words. We've got lots to do."

"How will you know what words the fourth grade pupils can read and understand?" I asked.

The Helping Committee at once volunteered to find out by asking various fourth grade pupils and by examining several fourth grade readers that had been read by the fourth grade this year. Their report was to be ready for the following day.

All of the foregoing took only thirty minutes, which was a revelation to me when I thought it over.

ACTIVITIES

When the pupils came to class the next day the various committees sat together. The "Helping Committee" reported on the words used by the fourth grade, putting a list on the board to show the degree of difficulty of the words. From now on the pupils did the work almost entirely by themselves. This second period was spent in choosing their part to rewrite, looking it over and outlining briefly what they wanted to tell about it. The "helpers" were busy now and when they could not answer a question they came to me. However, they looked up most of the questions on construction and punctuation for themselves.

The pupils were allowed to talk together, but the need of doing it quietly for the sake of the other pupils was emphasized.

The following lessons consisted of socialized recitations. A pupil who had his part rewritten would read it orally and call for suggestions by the class. One topic of discussion was whether or not the actual words of the book might be used. The class decided that if a portion was easy enough for the fourth grade to understand it would be well to copy exactly some of the best conversation and descriptions.

This is the introduction which finally passed censorship:

"My dear children, we have the pleasure of re-writing the Christmas Carol for you. You all like Mr. Santa; but here is the story of a man who did not.

"What is a Christmas Carol? It is a song of rejoicing at the birth of Christ. It was the custom of Charles Dickens to write a Christmas story every year for his youthful readers to read and enjoy."

The following are samples of the work handed in by the pupils:

"Scrooge, you know, was very hot-tempered and not very pleasant to look at. He was not like some of your fathers, but hated other people and would not have anything to do with them."

"I am sure that you have all read stories of misers who keep their money and will never spend a cent. That is the kind of man Scrooge was. He loved money and he would save every cent that he could get. He often went hungry because he wanted to save the money."

"On and on they went, over the ocean, and flew and flew until they saw a lighthouse. A lighthouse, you know, is where the men live who show the ships where rocks are and warn them of danger by having an enormous light which burns all night up in the top of the lighthouse and shines out over the water."

Since Grade Seven had departmental work and I did not teach English it was rather hard to correlate the daily reading

and English work, though, in a degree, this was done. We were also greatly indebted to the typewriting department for mimeographing the work.

Most of the material was taken directly from the edition of the "Christmas Carol" which the pupils were using. I had formerly purchased blue-print pictures from the Thompson Publishing Co., in Syracuse, N. Y., to illustrate the story, and the pupils thought that the fourth grade children would be more interested in the story if they could see the pictures. Therefore they made up their separate orders, combined them, wrote a letter enclosing a money-order and received their pictures. Some pupils ordered the whole set, costing forty cents; others ordered only enough to illustrate the stave which they were re-writing.

When the story was re-written to their satisfaction it was sent to the High School to be mimeographed. I then gave the paper for covers to the pupils and they made their own designs at home. Some used free-hand designs; others used pictures relating to Christmas. When the work was finished the books were tied together with red and green cord. Each pupil had a book of his own and they were loaned to the fourth grade to read. The seventh grade pupils were anxious to get them back, however, and they are regarded as valued possessions.

RESULTS

In considering the value of the work I would mention some of the things which the project accomplished. It aided the children in giving good criticism, both constructive and destructive, and to accept it in the right manner. Some parts were changed three times before being satisfactory. The pupils learned to co-operate with each other, too. They discovered that one must make the beginning of his part of the stave follow in thought the ending of the preceding part.

For example, one pupil wrote—

"By that time it was too dark to work any longer, so Scrooge prepared to go home."

Then another pupil continued—

"As he passed his clerk, he growled, 'I suppose you'll want a holiday to-morrow'."

The pupils learned to select and judge the parts best suited to their needs. For example, they dwelt briefly on the death scenes and omitted many of the long descriptions; but told in detail the story of the Cratchits' Christmas dinner and Tiny Tim.

Through the class criticism, the standards of good work were raised, for I found that the pupils demanded more of each other than I had often demanded of them. And therein lay much of the value of the project. The pupils did more when

working together for a common goal than when simply preparing a given assignment.

The habit of neatness was also fostered, for no untidy or scribbled paper could be sent over to a High School class to reflect on the seventh grade. Through this a class and school pride was emphasized.

Self-confidence was established, too. Two boys, in particular, were certain that they could not do the work. They are naturally slow in thinking and do not take a very active part in the class discussions. Through the friendly help and suggestions of the rest of the class they were encouraged to try and did really credible work. They were very proud when the class praised their finished work and have taken more part in the class work since. One even volunteered to teach the Spelling class a few days ago.

Besides these chances for pupil development, there were opportunities to emphasize subjects in the course of study. More chances could have been found if I had been teaching all the subjects in grade seven. As it was I was able to emphasize oral and silent reading, correct spelling, neat and rapid writing, the use of common synonyms, of punctuation and quotation marks, correct English, the use of a ruler, printing, and design and drill in using a dictionary.

The outstanding feature, however, was the amount and quality of independent work done.

The Parker Family

*K. C. Kelty, Seventh Grade, Carroll Robbins School,
Trenton, N. J.*

SITUATION

The work for the year was one big project. We called it "The Parker Family." Many small projects were treated under this big topic, each one so interesting and instructive that the work, from the beginning of the year to the end, was a pleasure. Not once during the year did I hear that old expression, "We had that in the sixth grade." The facts learned in the previous grades by the children were used as tools, just as they would use a hammer, saw or plane in the manual training shop, and therefore the work didn't seem to be a repetition.

Our work began with a study of thrift. The collector from the bank comes every two weeks, and I wanted to show the children that it is possible to save a part of their income or allowance.

Many of the boys work, so we discussed some of the things they could do without, in order to save money. This led us to talk about the income of boys who are working and do not attend school—what they do with their salary—and then to a discussion of spending the money brought in by the father and any others who contribute to the family income.

BUDGET-MAKING

Plans for spending money were suggested and criticised by the class, but, as nothing seemed to be entirely satisfactory to them, I suggested that they look through their arithmetic books, the supplementary books on my desk, the magazines in the office or those on my desk and any they had at home for sample budgets.

I had previously put on my desk the "Government Thrift Pamphlets," the Ferrin Money Accounting Book, Hoyt and Peet Arithmetic Book and Junior Mathematics Book, together with five or six others, for reference.

On the following day the different plans were explained to the class by the children who had found them. I introduced the Parker Family to the children at this point by telling them that Mr. and Mrs. John Parker had decided on a plan for spending their income of \$1,800 per year, and I would now present this plan to them.

Mimeographed copies of the income table were distributed and comparisons were made between the tables already discussed and this plan.

It was decided that their budget contained all that the others did, and was much easier to work with, since it divided the income into five parts—food, rent, clothing, operating expenses, and culture and recreation.

Problems using the three cases in percentage were formed by the class after reading those suggested on the mimeographed sheets.

In our discussion of the amount of money to be allowed for food, rent and clothing, we found that the treatment of this subject had to be different in the different classes. Six classes were working on this project, and two of them were made up mostly of Italians from a poor section of the city.

The keeping of a household account for a month was suggested, so we worked on it. The children found the price of the different articles purchased, from their parents, or advertisements in the newspapers.

THANKSGIVING DINNER

As it was near Thanksgiving, each member of the different classes planned a dinner for the Parker family—Mr. and Mrs.,

Mary, George and Fred—and only five dollars could be spent for it.

The menu was first placed on the board, and then the articles purchased, with the amount and cost, were arranged in a bill form.

We spent several lessons criticising the work, and this was done by the class, but when they had been rewritten and corrected we had all learned many things.

One boy was laughed at by some of the other boys because he wrote down a roast of pork, but after he gave them his reasons and showed them that some provision had been made for the next meal they realized that he was right, and when the menus were rewritten several had roast pork.

This boy's father had a very good position, but they saved nothing. About four years ago he died, and the boy has had to work before and after school. The boys have a lot of respect for him and his opinion. He showed them the value of looking ahead. The need for careful planning of meals was brought out, and also the advantage of using home-cooked food. The kinds of foods to serve together and their food value was discussed briefly.

BUILDING A HOUSE

Mr. Parker, having received a notice to move, decided to build a house, as it was impossible to rent. Here we had a discussion of property, what we mean by it, and the advantages of owning your own home.

He looked around for a good location. What would he consider? Here we discussed elevation, neighbors, transportation, schools, churches, stores, movies, factories, railroads, odors, smoke, saloons, etc.

On which side of the street would he buy a lot? Why?

Mr. Parker purchased a lot facing south.

A plan of the street was drawn according to scale, also a plan of Mr. Parker's lot, showing how his house was located upon it. The lot was 50 feet by 150 feet, and the building restrictions required that the house be built 20 feet from the street. Why? Mr. Parker wanted a driveway on one side and 10 feet on the other side. The house was 30 feet by 32 feet.

The plan of Mr. Parker's house was given to the children and they examined it to see if it was according to the specifications.

The cost of excavating the cellar was found next. The rate charged was \$0.90 per load.

The children did some measuring in their cellars. Original problems were written by the children, and we used the

Wentworth Smith Book III for a general review of work in volume.

We examined the plans for the cellar, and noticed the height, width, length, the location of the furnace, coal bin, windows, etc.

The size of the bin was then considered. How much coal would the Parkers need? What kinds are commonly used? How is it sold? What is the price per ton? How large a bin would Mr. Parker need for 8 tons of coal, allowing 35 cubic feet to the ton? We used different dimensions and also different amounts of coal. In some problems only two dimensions were suggested; the third was called "X," and problems solved to determine it.

In connection with this work the children measured their coal bins at home and found the number of tons they would hold.

We found the number of bushels of potatoes Mr. Parker planned to put into his potato bin (5 cubic feet allowed for 4 bushels).

Not many of the children had bins at home, as most of them used barrels, but many original problems were made up by the class.

Plans for houses and bungalows were brought in by the different classes and the best put on the mounting board. Almost every child had a plan, which he had cut from a magazine or paper, pasted in his arithmetic note book.

One boy brought in the plan of his home and also that of the streets in his neighborhood. It has recently been built up and paved and the class were very much interested in it. To prove to the class that the plans were correct, the boys stopped on their way from school and measured the street, and two who lived on Cook Avenue located their houses on the drawing and then measured their lots to satisfy their curiosity. The work with this drawing was very enlightening and instructive.

While we were doing this work the drawing teachers had the classes make a plan of some room in their own home. These were put into their arithmetic notebooks, and I feel that the children got more out of the work because they saw the relationship between their mathematics and drawing.

FURNISHING THE HOUSE

We found the number of yards of linoleum required for Mrs. Parker's kitchen, and from other measurements obtained by the class many problems were worked out.

The kind of covering for the other floors was discussed. Rugs were favored by the children and some excellent reasons given for their use. The size and kind were also taken into

consideration. The prices of rugs were obtained from newspaper advertisements and from magazines.

Some excellent problems in discount were worked out as many of the rugs were marked 10%, 20%, 25% and 50% off.

We also found the cost of different articles of furniture when one and two discounts were allowed.

FINANCING THE UNDERTAKING

Having planned the house, we considered some of Mr. Parker's expenses in building and running it.

The first question was, "Where did he get the money to buy the house?" We weren't told, so we were free to guess. We knew he could not save a great deal out of \$1,800 per year.

Some one suggested that he paid \$1,000 down and borrowed the rest. But from whom would he borrow it? How? The children knew a great deal about mortgages, borrowing from the bank, and interest, because they heard a great deal about these topics at home. The question of buying and selling property was one of the leading ones last year.

One boy brought into class some forms of mortgages and deeds which he had obtained from his father who is a Notary Public and Real Estate man.

Some of the other expenses considered were property and life insurance, property taxes and poll taxes.

I found the children better able to attack a problem after having had this work. The eighth grade teacher reports that the children from this class are doing better problem work than has been done heretofore.

COMMENT

The children had a different light thrown on their work in arithmetic and every lesson was interesting from the beginning to the end. The lessons were socialized recitations and there were opportunities for problem solving. There was a dominating purpose which guided the thinking of the children and I have endeavored to include as many elements of good teaching as possible.

The following are the parts of the course of study covered:

1. Reading—silent and aloud.
2. Spelling—a list of new words was kept.
3. Language—oral and written.
4. Drawing—measurement, scale drawing, interpreting a working drawing.

5. Arithmetic

Percentage—3 cases.

$$\text{Use of formula } \begin{cases} P \\ R \end{cases} = B \quad R = \frac{P}{B}$$

Bill Forms.

Area—square and rectangle.

Volume—cube. (Cellar, coal and vegetable bins.)

Discount—one and two.

Interest.

Promissory Notes.

Mortgages.

Taxes.

Insurance.

Algebra (using one unknown).

New Jersey History

Margaret C. Fogarty, Seventh Grade, Freehold, N. J.

SETTING

In teaching the history of New Jersey, the children showed great interest in the Battle of Monmouth, as they live in the vicinity of that battleground.

Many children brought pictures, post cards, books, and Monmouth war relics. Others suggested trips to "Old Tennent Church," "Molly Pitcher's Well," the Episcopal Church, which was used as a hospital during the battle. So much material was collected that the question arose, "What can we do with these things?" and some one suggested we begin by making wall posters to decorate the history classroom.

ACTIVITIES

As only a few pupils could work on one poster, and there was an abundance of material, other children suggested making several New Jersey posters suggested by their history and civics work. The following posters were made:

Colonial life in New Jersey.

Roads of New Jersey to-day and yesterday.

New Jersey in the Revolution.

Modern New Jersey.

New Jersey in the World's War.

Education in New Jersey.

Beauty spots in New Jersey, etc.

Many of the pupils visited residents of Freehold who had much historical knowledge; the Carnegie Library was used by all for reference work; and other supplementary reading was supplied by the teacher, as

Stockton's Stories of New Jersey.

Stories of Old Monmouth.

The Young Continentals.

Local History, published by J. Yard, of Freehold, N. J.

The class was divided into groups or committees with a leader who showed initiative. Each committee was given entire charge of a certain part of the work. The different members of the committee had to submit all collected material and ideas to the chairman of his committee, who after careful study, passed it to the teacher for final approval. Incorrect, inaccurate, unsuitable, or inadequate materials or statements were rejected by leaders until they measured up to standards. The children learned to be helpfully critical of their own and of each other's work. Some committees had charge of selecting and choosing materials, others of arranging materials, some of pasting, some of correct color schemes, others of printing, and others of minor details.

Gradually the idea of co-operation spread to the department of arithmetic, geography and English and the work was correlated along those lines. In geography, product and industrial maps were made; in arithmetic, industrial problems were thought out and solved; in English, many compositions were written from the charts and pictures, much reproduction, oral and written from the stories and books read; many descriptions of the historic trips taken and imaginary letters to historic characters were written.

COMMENT

The project accomplished much more than was expected in many ways. The posters not only served as a decoration for the class room, but they have been lent to lower classes, who have used them in their work. This naturally gave the children an extra pride in their work.

The history of New Jersey seems much more real to the children and undoubtedly they have gained more interest and more concrete knowledge through this project.

The children thoroughly enjoyed the socialized lessons, as they made them more confident, independent and trustworthy. On their history trips they gathered much New Jersey historical knowledge as well as much help in their nature work and geography.

The value of the project to individuals has been beneficial, as every child has felt a certain responsibility. One boy, a former sensitive, uninterested pupil, was willing and anxious to take a main part in a "Molly Pitcher" float at the May Day Fete and showed his historical knowledge to be of use.

A knowledge of the past of New Jersey cannot help but make the children more interested in its future.

A New Cement Walk for Our School

Fannie W. Pullen, Seventh Grade, Trenton, N. J.

The teacher's aims were to interest the pupils in community life and to arouse a feeling of individual responsibility for the common good. (This is not a difficult task with pupils of this age, because the individual instinct which is strong in younger children is giving place to the social instinct.)

The pupils' aims were, first, to keep the classroom free from mud and dust; second, to improve the appearance of our school grounds.

TEACHER'S PREPARATION

The teacher made a plan for the problem of securing walks and decided how it could be correlated with civics, business forms, arithmetic, language, hygiene, etc. She listed the questions which she would ask to arouse the pupils' interest and those which she would expect the pupils to answer by the time the problem was completed. She was especially concerned with questions which would lead the pupils to find problems for themselves. Text books, reference books and magazines were placed on the magazine rack in the room. The pupils greatly added to this collection.

PURPOSING

"I wish, children, you would write a list of the improvements which you have made this year. Select the one which you think has given us the most pleasure and write a paragraph about it. When you finish we shall select the best. I want to let the Superintendent know what we have been doing when I send in my report Friday."

The paragraphs were read and discussed. The pupils selected the best and corrected it as a class exercise. It was copied by the best penman in the class for me.

Teacher: "Is there any other improvement that you eighth grade people would like to make for your school?"

Many suggestions were made, some of which were carried out, but not the one the teacher wanted. She said, "These suggestions are all good. You think them over and we will decide soon which is best."

The next day the weather man favored the teacher. It rained hard. The ground was muddy and the children carried great quantities into the class room.

Teacher: "John, will you please get the brush and pan and clean up the dirt in front of the piano. It looks so untidy."

John did so; then he said, "May I brush the floor under my desk. I couldn't help bringing the mud in."

Teacher: "Is the school ground in such a bad condition?"

Chorus of answers: "It's awful." "Why don't we have a pavement around the side of the school."

Teacher: "I don't know. Perhaps it costs too much."

Pupil: "We need one anyway. Let's see if we can't find out about it."

Teacher: "That's a good idea. If you wish you may talk about it this morning and make your plans."

Pupil: "Oh! Good! May Mabel (class president) be the leader? It's much more fun when you are a member of the class."

Teacher: "Yes; and as you make a list of what you are going to do, John had better write the questions on the board."

PLANNING

Mabel: "Whom shall we ask about the walk?"

Answers: "I'll ask my father." "Does it tell in our book?" "The Board of Education buys our books and papers. Do they look after the outside of the school too?" "Do they, Miss Pullen?"

Teacher: "Look in the index for Board of Education and see what their duties are."

The questions asked and answered in the discussion that followed were too numerous to list here. The pupils made the list of problems to be solved:

1. Who is responsible for the condition of our school yard?
 - (a) Are the members of the Board of Education elected or chosen?
 - (b) What kind of men should be selected to serve on this important board?
 - (c) Compensation.
 - (d) Term of office.
 - (e) When and where do they meet?
 - (f) What are their duties?

2. How should we proceed to call the attention of the Board of Education to our immediate need?

- (a) List reasons why we need a walk.
- (b) Selection of best location for a walk.
- (c) Measuring length, breadth and course of the proposed walk.
- (d) Plan of school yard drawn to a scale showing the location of the proposed walk.
- (e) Estimation of cost.
 - (1) Study of kinds of material.
 - (2) Location of sources of material.
 - (3) Costs of material.
- (f) Write a petition to the Board of Education, including the reasons and the estimated cost. Send the plan of the school yard with the petition.
- (g) Select two pupils to present the petition to all pupils above the third grade in assembly; one to show the plan and explain the advantages of the proposed walk; the other to read the petition and ask for the signatures of all the children.

Note.—These same pupils did so well that they were unanimously chosen to present the petition to the Board of Education. The pupils had the pleasure of seeing the walk constructed.

DIVISION OF WORK

The topics in No. 1 were each assigned to a group of pupils under a chairman. These pupils secured the facts and reported in the Civics class for the fourth lesson.

2. (a) General class discussion in the Civics class, third lesson. (In language that morning the pupils wrote a paper setting forth the reasons for the "walk.")

(b) The teacher met the pupils in the yard at the close of the recess period on the third day. They selected the best location (elevation, drainage and beauty were considered); decided upon the width of the walk and measured the distance.

Many arithmetic problems were based on these problems of measuring and estimating the cost.

(c) The measuring was done by all the pupils in the drawing period (three or four lessons). The drawings were placed along the blackboard and the best was selected by ballot.

(d) All the pupils wrote a petition, the correct form of which was written on the board. The petition included the reasons for the walk. The best one was selected, after class discussion, and was written on a typewriter by a boy who had one at home.

COURSE OF STUDY

It will be seen by looking at these problems that the work for a great many subjects in the curriculum was provided for.

Language—oral and written language.

Business letters to construction firms.

Petition.

Hygiene—Health; germ carriers.

Prevention of colds; advantages of cleanliness.

Mathematics—Selection of location as to drainage; elevation, measuring, cost. (The curve was $\frac{1}{4}$ of a circle with a radius equal to the distance from the street to the door, hence work in mensuration was indirectly motivated.)

Comparison of various costs submitted by construction companies.

Drawing—Competition, an instinct which is strong in adolescence, was appealed to. Two plans were submitted—one, a straight walk directly from the street to the side door, without beauty; the other one with a curve. The last was adopted. The æsthetic sense was appealed to in deciding which walk would give the school grounds the best appearance.

Civics—(a) How to attack a civics problem. (b) Interest in the Board of Education was aroused.

Geography—Sources of building materials.

Spelling and penmanship—New words were learned. All writing was for a definite purpose, hence it had to be neat and legible.

Reading—When the pupils secured information from letters or other sources which the whole group needed it was read aloud. Thus there was a motive for good oral reading. It was necessary to give just the facts to the class in civics, hence good, silent reading was necessary.

VALUE OF THE PROJECT

This project motivated the work in all the subjects mentioned because it was in response to a felt need. Plato said, "Curiosity is the mother of all knowledge." Interest is only another name for curiosity.

The pupils collected specimens of crushed stone used by construction companies as a base, and samples of cement. They learned how to originate a problem and solve it. They collected the facts, judged their value, organized and used them in presenting the petition to the Board of Education.

They saw the need for accuracy, neatness and promptness. In order to carry on the project as fast as the pupils wished, reports of committees had to be on time and had to give the

information which the group needed. (Pupils are more severe judges than teachers.)

As the pupils worked out their own school problem they became more observant of city improvements and of needed improvements. Clippings from the daily papers were brought into class and pasted on the bulletin board. Thus the problem served to bring the pupils into closer touch with their environment.

All of the pupils gained new experiences in their proper relation to a real life situation. (Education is the acquisition of new experience when new situations arise.)

REFERENCES USED

"Community and Citizen," Dunn.

D. C. Heath Co., Boston.

"Nation and State," Philips.

"A First Book in Business Forms."

Teller & Brown, published by Rand McNally.

Tarr & McMurray Geography.

Hoyt & Peet—Advanced Arithmetic (pages for topics secured from index).

Better English Week

Marie Collisi, Eighth Grade, Trenton, N. J.

PURPOSING

In English we had been correcting faulty grammar and pronunciation all the year, and at last came to dictionary work and a discussion of slang, colloquialism, vulgarism, and the need for better English among American people. The girls had talked about the common habit of slang among our fellow-countrymen, and had given instances from their own experience of how it had dwarfed their own vocabularies. We had talked about how necessary it was to interest the boys and girls in better English if we would really improve the speech of our own community. Just at this time one of the girls said, "Couldn't we show the rest of the school how important it is that they learn what we have been learning?"

"How will you do it?" I asked.

"Couldn't we have a Better English Week? They had one in High School. We will take charge of it here."

PLANNING

I had hoped for some such suggestion, so I immediately answered, "Yes, indeed. But how will you do it? How will you

carry on such a campaign? Remember there are almost eight hundred students here, and it will be a big undertaking."

But the girls were ready with plans before I had finished.

"Let's have a play and show them how to use good English."

"Let's make posters showing them their speech errors."

"Let's have a vocabulary committee to help build up their vocabularies."

"Let's have slogans for better speech as they had for 'Clean-up Week'."

"Let's write compositions on Better English."

"Couldn't the best ones be read in the auditorium?"

"Let's have a Better English club."

ORGANIZATION

Each one of these suggestions was carried out. The class already had its officers and regular class organization. The president appointed the chairmen of the various committees after she had consulted with the other officers. Each girl chosen was asked if she would like to serve as chairman of the particular committee for which she had been chosen. Great care and real wisdom was exercised by the class officers in their choice. For example, the girl who was chosen as chairman of the Poster Committee did excellent work in drawing; the chairman of the Play Committee did excellent work in English and had been instrumental in working out previously two of the class dramatizations. I acted only as an advisor in this work of selecting chairmen.

After the girls were selected as chairmen, each individual chairman selected three or five girls to serve on her committee. Again the girls in the class were allowed to state their preference as to the committee upon which they wished to serve.

The next step in the preliminary organization was taken by the class officers. They interviewed the principal of the school, and after explaining their plan, asked his co-operation and permission to carry it out. Of course, he agreed. Then, they went to classroom teachers and asked if they might have reserved for them, during the week of their campaign, one portion of the blackboard in each room. After explaining that they wished to put there, each day, a "Better English" slogan and a list of vocabulary words, they secured their co-operation also.

ACTIVITIES

Earlier in the year, we had studied in literature the development of the drama. To illustrate a simple form of the morality play, I had read to them Constance D'Arcy Mackage's play,

"The House of the Heart." Before the play committee began their work, they discussed, with the class as a whole, the kind of play which should be given. After one or two ideas, some one suggested that a play, on the order of the "House of the Heart," would serve a double purpose—it would be an excellent way to present their "Better English" idea, and would show the school an example of their literature work. Accordingly, this suggestion was adopted and the committee began its work. My part in the composition was merely to correct the manuscript when it was handed to me for approval. I made no changes in its structure or general plan.

They took as their characters a Child, Good English, Poor Grammar, Slang, Obsolete Words, Localisms, Overworked Words, and Mispronunciation. The general idea of the play was this: The Child decided that Good English was not necessary. Then, one by one, Slang, Localisms, etc., came in, trying to persuade the Child to let them stay in her vocabulary. Good English said she could not remain with them and that the Child must take her choice. As Child listened to them, when they begged to stay, she grew more and more determined that she did not want them and at last she said she wanted Good English by her all her life, and bade the rest depart.

Unfortunately, one of the girls accidentally destroyed the manuscript. I remember only one of the two speeches, which were particularly apt. Slang asked who the "guy" was who had "blown in." In another place she said Child was "nutty" and "cracked." Localism's speech was made up of very common Trenton localisms which we had discussed previously in class.

The chairman and her committee selected the girls who were to take part in the play, which they called, "The Child's Vocabulary." They planned the stage setting and did the directing. This again was in line with their classroom work in oral reading, for we frequently had dramatizations. Since the play was to be presented before the school, I helped them one afternoon after school, although they needed little help, but mainly encouragement.

They planned their own costumes. Each girl wore a white middie and skirt and a special committee made white cardboard strips to fasten from shoulder to waist. On these, they printed in black, the name of the character.

I knew there was a pamphlet on "Better English Week" prepared by the National Council of English Teachers and published in Chicago. For our written composition that week, we wrote business letters ordering it. These letters were put on the board, and the best one was copied and sent.

In the meantime, the poster committee had begun its work. The chairman conferred with the art teacher and assigned girls to make posters. Some were simply printed in striking colors. As "Watch your ing's," which was red on white. Others were worked out as a basket full of scraps of paper with such words as, "ain't," "I done it," "He seen it," "Can I set there?" on the scraps coming out of the top. Some other subjects for posters were, "One Flag, One Country, One Language," "Do you murder the King's English?"—a revolver, which, when fired, scattered a word into its separate letters. From the book which the girls had received, they got mottos which they worked cleverly into posters. "Good English is the Root of All Knowledge." "Good English Will Light Your Way Into the Best Company." "Good English Is the Road to Success." When these were finished they were given to the chairman of the committee.

The slogan committee solicited the help of the entire class in its work. Each girl was asked to hand in a slogan, and although all were not usable, the committee used the majority. It also found some valuable aid in the book, for which they had sent. Some of their slogans were as follows:

"Speak Good English and Good English Will Speak for You."

"Do You Use 'Lie' Properly?"

"Beware! Bad English is About."

"He may get you if you don't watch out!"

"Speak English."

"Your English tells everyone who and what you are."

"Watch Your Speech!"

"Do you say, 'It is I'?"

"Get rid of 'and'."

These are only a few examples. The girls had about fifty in all. Each girl on the committee was assigned a classroom and was given a list of slogans for that room.

In class, the girls wrote compositions on subjects suggested by themselves, as:

"From Where Did the English Language Come?"

"The Social Value of Good English."

"The Practical Value of Good English."

"Good English in Business and in Every Day Life."

"The Advantage of a Large Vocabulary."

"Some Common Errors and How to Conquer Them."

After these had been read and discussed in class the two best were chosen by the class to be read before the school.

Then the girls decided that their class would form a Better English Club, which would have as its aim the promoting of

better English throughout the remainder of the year. They decided to invite pupils from other classes to join, if they had a monthly average of eighty-five in English, to plan interesting programs for their meetings which would be held every two weeks. The thirty girls in the class were to be charter members. In order to prepare for this, they made tags of white cardboard, tied them with dark green string (making their class colors, green and white), and on them printed "B. E. C." (Better English Club). They also decided to have their class president explain the club to the school during the Auditorium period.

These preparations took up about three weeks. At last, the week which the class had decided upon for a Better English week came, and they were ready for their campaign. In our school we have Auditorium exercises on Tuesdays and Thursdays. The girls asked the principal to change them to Monday and Thursday for that week, and also to allow them to have charge of the exercises. This he did.

On Monday morning the girls came to school very early, dressed in white and wearing their B. E. C. tags. The poster committee placed the posters in the most conspicuous places—the first, second, and third floor corridors, in the office, the lunch-room, and to my surprise, the chairman had asked the aid of the Manual Training teacher, and had had two of the best ones placed on either side of the flag on the back wall of the Auditorium, behind the reading desk. The Slogan and Vocabulary Committees were active also, and when I went in the various classrooms, I saw the spaces on which, during the previous week there had been written such notices as "Watch this Space," "Important Information to be Here!" now had the slogans written in them in yellow crayon.

In the Auditorium that day (Monday) one of the girls explained the Better Speech Campaign; the two girls who had been chosen read their compositions on Better English. Each day the girls changed the slogans and vocabulary words in each classroom. Wednesday they put on the boards corrected common errors, and words often mispronounced and misspelled. For instance, on every board was going, separate, and similar words.

In my class they made an English pledge which they printed on white cardboard for use during the Auditorium period on Thursday. On their class room door they had a placard, "Headquarters of the Better English Campaign." Some of the other classes co-operated by volunteering slogans and words for the Vocabulary Committee.

On Thursday, the class president took charge of the exercises. The girls had written to the head of the high school

English department, and to their parents, inviting them to attend the exercises. The class gave their play, "The Child's Vocabulary." To their great joy most of the invitations were accepted. After this the President explained their B. E. C. tags and club and displayed the class pledge.

COMMENT

On the whole the campaign was a success. I could not measure the value to the rest of the school, although the B. E. C. became a very popular and much sought after club; but I know that my class derived benefits that could scarcely be measured. The fact that it had been their problem, that they had worked it out and had seen its success made them more than ever interested in their English work. Before this they thought speech errors a necessary evil; now they went at them as if they must and would be uprooted.

Their committees gave them excellent practice in working together and in considering each other's desires. Most of the work of planning for the campaign was done in class periods, which necessitated socialized recitations entirely. Here would be one girl working at her poster on a drawing board, another planning. I made myself an advisor, going from group to group, listening to their plans, and suggesting but seldom. This was possible with the class I had, for they were particularly capable, intelligent people.

COURSE OF STUDY

This problem provided for covering the course of study in its main lines. There were added opportunities in the letter writing which the girls did, their business letters and notes of invitation; for written composition, in the paper which they wrote for presentation in the Auditorium; for oral composition, in their many talks, both in the general class planning and in their separate committees; for public speaking, in the play which they presented to the school; for literature review, in planning the play. Since printing and poster planning are part of the eighth grade course of study in art, there was further opportunity for correlation.

The entire class was interested and enthusiastic, and to them their English work was made more vivid, real and practical by the problem which they had helped solve.

Artificial Waterways of the World

Marie L. Weldon, Eighth Grade, Linden, N. J.

SITUATION

Our eighth grade geography class was completing a study of irrigation in the dry lands of our own and other countries. The children were beginning to ask what the next project would be. One girl, who had studied about the canals of China, suggested the making of a study of the world's great canals. One or two other subjects were mentioned and the children were asked to talk the matter over among themselves, preparatory to a class vote.

ADOPTION OF PROJECT

About two days later, when the irrigation work was completed, the class voted unanimously for a project which was named "Canals of the World."

ACTIVITIES

After the class vote the rest of the period was given to an informal discussion of the ground to be covered, problems to be solved and general plans for carrying out the project.

The class decided that an outline was necessary. With suggestions and questions on my part the outline was begun. After a lively discussion the class decided that the study of the Erie and Panama Canals should be made more detailed than that of foreign canals. The chairman, who was elected by the class each week, appointed a committee to look up the history of canals and their various uses for the next lesson.

PROGRESS

Next day, when the first topic was completed, another committee was asked to report on the Erie Canal. The points to be considered were mainly those of construction, cost, past and present usefulness.

From the first there seemed to be a very great interest in the Panama Canal. The outline became somewhat more detailed, but lost none of its interest thereby. Committees and individuals reported on material that was not available for the entire class, but the bulk of the work was done by the class as a whole through the medium of the socialized recitation. The class discussed such topics as the following:

Early explorers in Panama.

The sack of Panama by Morgan.

The failure of the French.

Effect of the Spanish-American War on American public opinion concerning an interoceanic canal.

The revolution in Panama and the purchase of a canal zone.

Men who made the canal possible, as Roosevelt, Goethals, Gorgas.

Difficulties of canal construction, owing to climate, disease, surface.

Gatun Lake and Locks.

Cost, tonnage, etc.

Value of the canal to our own country and to the world.

Early in the project the class decided to make individual booklets containing a written report of the work covered, maps, pictures, or other interesting material. The booklets were to be kept up to date as far as possible. One geography period a week was given to booklet work and we found it necessary to use the writing period for written reports.

When the booklets were finished each member of the class made a bibliography of the reference material he had used. An index was also thought necessary.

Practically the entire responsibility was thrown upon the class throughout the project. I gave few, if any, direct commands; but suggested ways of improvement, change or correction.

COURSE OF STUDY COVERED

Besides the geography work, which I think is obvious, there were problems of history, such as the trouble with Colombia. Oral English was provided for, in class discussions and written English in the booklets. The writing of the reports in the booklet was used as lessons in writing; difficult words were studied in spelling; there were several drawing lessons, during which letters and a cover design were made. Of course, there was plenty of reading, chiefly silent reading.

RESULTS

Besides gaining a knowledge of the world's great canals, the class seemed to gain in the power of co-operation. One very important outcome, I think, is a greater pride in American achievement, as shown by the interest in the Panama Canal. The most noticeable result was the change in attitude of one member of the class. This boy, who came from another school, is very slow. At the time of the project he seemed to gain a sense of

his responsibility to the class. This attitude was noticeable immediately after he had surprised the class with a very clear account of the working of a canal lock.

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Allen—South America.
Brigham—Commercial Geography From Trail to Railway.
Fisher—Resources and Industries of the U. S.
Redway—Commercial Geography.
Rochelean—Geography of Commerce and Industry.
Hepburn—Artificial Waterways of the World.
McMurray—Teaching by Projects.
National Geographic Magazine.
Pan-American Union Bulletin.
Illustrated World.
Literary Digest.
Newspaper clippings.
Pictures from old books, magazines, etc.
Postcards of Panama Canal.

English Project

Mabel G. Adair, Eighth Grade, Morristown, N. J.

PURPOSING

Our first project for the eighth year English class was to write a Supplementary Reader for the third grade.

One morning I said, "How many of you have a younger brother or sister in a third or fourth grade?"

Many hands went up.

Then I asked, "Does he or she ever bring home the reading book used in that grade?"

Again there were many affirmative replies.

"What sort of stories does your brother or sister like best?"

"Fairy stories," "Animal stories," "Stories full of make-believe," were some of the answers given.

Then I said, "I wonder if you could write any stories they would care to read?"

Most of the class thought that quite possible.

I unfolded the plan of writing a Supplementary Reader and asked the boys who were taking printing if they thought they could print our stories in book form. They were quite sure that could be done, and the class went on to plan the number of

stories needed, the arrangement, illustrations and binding of a small booklet.

It was decided that each pupil should write six short stories or divide long ones into six reading lessons and place suitable spelling words at the top of each.

Then these would be given to a committee and, if that committee thought them interesting and suitable for the purpose, be handed back to the authors to be corrected and rewritten, if necessary. A date two weeks off was set for all stories to be in the hands of the committee, which was elected by the class.

ACTIVITIES

During these two weeks all home work was to be on the stories and some four or five English or study periods were given to the pupils for writing at school where they could ask for suggestions from the teacher. The remaining English periods were used for lessons in paragraph arrangement and punctuation, particularly the use of quotation marks.

The committee worked hard to decide upon the stories worthy of being made into a book and the pupils proved very willing to rewrite and correct work as suggested to them by its members. Finally nearly every pupil had six reading lessons that a younger child might be expected to enjoy. Then each planned a design and made a cover of drawing paper. The art teacher helped here.

Of course, the printing department could not print thirty-five or forty different little Third Readers, so we picked out one of the best and the eighth grade boys set it up and ran off fifty copies.

Much interest was shown in this printed booklet when it came up to the class. Here was their own work in actual commercial form.

Each pupil was very willing to take one, make a cover for it and go to old magazines for illustrations. The stories in our final booklet are alike, but the covers and illustrations show a wide range of taste.

Then a third grade teacher offered to try these wonderful Supplementary Readers in her class room; so we sent them to her. The verdict returned by our small critics was very satisfactory. They enjoyed both stories and pictures very much.

RESULTS

This project motivated all composition work for a month. It provided a center around which all the lessons in sentence building, paragraphing and punctuation were grouped. The writing of the stories gave free play to the imagination of the

pupils and gave each a chance to see if he or she could write something of interest to a pupil of another grade. Planning the covers and illustrations gave a chance for the art department to co-operate and the actual printing of the final choice for the little Supplementary Reader gave the boys of that class a chance to display their skill in a real trade project. The penmanship was the best we had seen in some time, for the committee members often asked that the first stories handed in be written over, "Because your little brother couldn't read that."

This project can be used in many ways. If an eighth grade is studying the legends of *King Arthur* it will enjoy writing them for a sixth grade. If the history teacher co-operates, the grade can write a reader for fourth or fifth grade composed of stories of American History.

There are many possibilities which will occur to the teacher interested in teaching English by the project method.

The following is one of our stories:

CHRISTMAS EVE

It was Christmas Eve. Everyone was in bed when little Wanda got up, took her little woolly lamb and went downstairs to see if Santa had come yet.

When she got to the landing she found the lamb was too much to carry, because she had to crawl downstairs; so she let it go by itself, and it fell and broke its head.

Wanda forgot about the lamb, because, when she got downstairs, she discovered that Santa had been there.

He had brought a fine tree and trimmed it with shiny balls and bells. There were many packages on the tree and many beneath it.

She went to the tree and found a large doll and carriage, which she wheeled around for a while.

She thought she would like to play with one of the bells on the tree; but the one she wanted was too high up.

She got a chair to stand on; but she could not quite reach it. She pulled on the tree. Oh, what a noise! The tree had fallen over.

What was that? Was it Santa coming back to see what she had done? No; it was mother and father running down the stairs. They came into the room where Wanda was. Poor little girl; she was so frightened she could not cry or move. Her mother came and picked her up in her arms. She said, "It will be alright, Daddy will fix it, and we will go back to bed."

So she took Wanda back and put her in bed, where she stayed until morning came.

When she went to the tree again it was as pretty as before, and she had a fine time playing with her toys.

Civic League Projects

*Ada G. Alc, Eighth Grade, Junior High School No. 2,
Trenton, N. J.*

The B28 Class (boys) in the Junior High School No. 2 carried on a series of projects for one year under the guidance of the English teacher.

PROJECT I. THE ORGANIZATION OF THE CIVIC LEAGUE

The B28 boys expressed a desire to carry on activities similar to the projects of the class that preceded it. As the drives for "Thrifty Stamps," "Liberty Loans," "Red Cross Activities," and "War Work" were over, we could not decide on suitable activities the first week of school. Finally one-minute speeches in the English class on "Clean-up Week" gave the boys the impetus.

After a series of discussions the boys decided on the name "B28 Civic League." The organization and duties of the officers led the weakest pupil to assert himself and to grow stronger in ideas and expression before the class. Following the nomination of officers an election took place in which a ballot was used.

The officers chosen were: president, vice-president, secretary-treasurer, an English committee and a civic committee. The cabinet of three members was chosen by the President. Next a constitution was framed. From time to time amendments were made to the Constitution, but the original plan proved as strong for the boys as the Constitution of the United States does for the nation.

Just how was the Constitution planned? At this stage the class resolved itself into a number of sub-committees. The boys gathered in working groups and wrote sections of the Constitution. They consulted other groups, until finally a meeting of the entire league was called to give constructive or destructive criticisms.

True to the name of the organization, the boys carried on a campaign for a cleaner room, a cleaner school, yard and street, and a better Trenton. Backed by the principal, and with the co-operation of many classes, the campaign brought results that had permanent effects in the entire school.

PROJECT II. PLAYLET, REFORMING A BAD BOY

While the Civic Committee and its assistants were busy with the Constitution, the English Committee sought valuable literature, slogans, posters, etc., to give impetus to the activities. As the result of a "bad boy" in our midst—one who threw orange skins in the street—the English Committee decided that "B28" ought to give a play. The playlet was called "Reforming a Bad Boy." I was not asked to assist until all plans were made by the committee. The scenes were:

Time—One day.

- 1st—A Street Scene. (A group of boys decide what to do with the "bad boy;" 10 A. M.)
- 2d—A Visit to the Street Commissioner. (11 A. M.)
- 3d—In Commissioner Fell's Office; or, 'The Bad Boy's Dream. (After lunch.)
- 4th—The Civic Parade.

The civic parade was especially effective in its appeal for a better Trenton. There were forty-two boys in line on the stage. The banners bore slogans that made a lasting impression. Many boys carried brooms, brushes and shovels. A parody on "Half a League Onward," entitled "Civic League Onward," ended the performance. The play was given twice in the home school, and, at the request of our Superintendent, it was given in other schools, with Commissioner Fell a guest at the last performance.

RESULTS

The result of this play was the creation of a better class spirit, a co-operative school interest, and a wide-awake interest in studies and in Americanization. The room was always the cleanest and most attractive in the school. At their request, the boys were granted permission to sandpaper the desks and varnish them and to varnish the woodwork in the room. I received a desk and a chair to add to the appearance of the room. Suitable pictures were always placed by the boys to commemorate birthdays, holidays and events. Any magazine bearing any relation to the school always found its way to the library table. A large American flag was purchased by the class.

PROJECT III. BETTER ENGLISH WEEK

The laboratory method was easily applied to the English work. The results brought the enthusiastic support of the students. Besides the necessary drill work to cover the course of

study, the pupils, eager for effective self-expression in speech, planned "One-Minute Talks," "Debates in English and History" as well as in "Current Events," "The Use of the Symposium in English," and a "Better English Week."

As the result of a debate on "All Men Should Wear Overalls," the boys pledged themselves to aid their parents in reducing the high cost of living. They wore and encouraged the wearing of overalls. They also pledged themselves to do without candy and other luxuries. The first day that the boys started to school in overalls they were halted by a reporter. Regardless of the big headlines in the papers, the overalls were worn until the last day of school. A moving picture firm asked permission to take their pictures, and the boys were real "movie stars" in the schoolroom when they recited, conducted their meetings, etc., for the screen.

SPELLING

From a body of poor spellers they developed into a group of successful ones. In the contest throughout the city for time and accuracy on the correct spelling of the one hundred "Jones Demons" the boys won. The examiner dictated the words in 6 minutes 35 seconds, and from the 4,200 words written (42 boys—100 words) there were but three errors. Thus they won the city championship. In the contest for the spelling of the "Ayres' One Thousand Words," ten boys were successful and they were awarded buttons.

A "BETTER ENGLISH" DRIVE

After three months work in the English class where socialized lessons were general, the pupils came to realize how we daily mutilate our language with slang, illiterate expressions, and ungrammatical forms, and we wondered what we could do to help eradicate those errors which cheapen our language and make it such a difficult one for the foreigners to learn. About this time the class circulated the question, "What can you, as a member of B28 class do to be patriotic in this drive against our common errors in speech?"

The class first made a list of errors which were common to the class. In a week the number of errors was reduced. The list of common errors was printed in the print shop and the boys gave the lists to the pupils in their classes and to all classes that asked for the list. The pupils maintained that they frequently made errors because there was no way provided for them to know that the expressions were incorrect.

The work in the print shop included slogans, mottoes and a pledge. The co-operation between the English work and the print shop vitalized the whole situation.

OUR PLEDGE

I love the United States of America.

I love my country's flag.

I love my country's language.

I promise:

1. To try to articulate clearly and to speak pleasantly.
2. To do all in my power to use clear, correct English for the sake of those to whom I speak.

Posters and slogans printed by pupils and used in the classroom:

SHOW YOUR PATRIOTISM

by

IMPROVING YOUR SPEECH

BETTER SPEECH

for

BETTER AMERICANS

THREE ESSENTIALS

SPEAK

CORRECTLY

DISTINCTLY

PLEASANTLY

BETTER ENGLISH; BETTER JOBS

GOOD ENGLISH IS A HABIT

GET THE HABIT

SPEAK THE LANGUAGE OF

YOUR FLAG

POOR SPEECH IS AN OX-CART.

GOOD SPEECH IS AN AEROPLANE.

WILL YOU PLOD IN THE MUD,

OR WILL YOU FLY?

SPEAK ENGLISH

The work in the print shop stimulated the desire to improve, for skill in the use of English was found to be necessary there.

Finally the main week of the drive began. The exercises were as follows:

Monday—Tag day; checking up errors.

Tuesday—A speech on "Good English."

Wednesday—Class Meeting. Signing of pledge.

Thursday—Spelling Contest.

Friday—Composition Contest.

By request the drive was continued.

Second Week

Tuesday—One-minute speeches.

Friday—Debate, "Resolved, that English is our most important subject."

Third Week

Friday—Playlet, planned, executed, and judged by the students: "The Trial of the Four Verb Brothers."

Unconsciously the drive continued throughout the year.

RESULTS

In commenting on the results of the drive a pupil wrote, " 'English Week' was not what I expected it to be, it was more." Another wrote, "I just thought that we would have a good time and get out of some home work, but after such good times it makes a boy feel 'cheap' to make one of the errors that he made before 'English Week.' " A third wrote, "I have learned that good English cannot be acquired quickly; that it takes a lifetime to build up one's command of the language."

PROJECT IV—DRAMATIZING DAVID COPPERFIELD

While these projects were unfolding in the English room, another, the climax of the year's work, was in embryo.

The literature lessons for two months were in David Copperfield. Reading the story and the assignments in Oral English covered a period of two months (2 lessons a week). Members of the class conducted the lessons for one week. When the leaders failed to get the vital parts I took up the thread of the story. Perhaps my own love for the story granted me the power to present the setting for the story with sympathy and enthusiasm. The work of the class had prepared them for character study, and I noticed that each boy always gave a true picture of the character he described. The unusual interest in the story and the pride in aiming to be a good leader laid the foundation for this undertaking.

There was such a sigh of regret when the story was completed that secretly I was glad that it was Friday and that by Monday new interest would arise. But, no; on Monday I found a note on my desk. It read:

Dear Miss Ale:

If you are willing for us to have a play called "David Copperfield," we will give only his child life. Please sign here.

....., English Committee.
(Name)

....., English Committee.
(Name)

....., English Committee.
(Name)

....., Teacher.

Of course I signed; but in three weeks school was to close, and I hesitated about the time. The first step in playmaking is to find the story, and that we had. We had read the story and retold it, and we retold the "high lights" again. Then a whole lesson was given to an informal discussion and an exchange of views regarding the parts to be selected. There was so much to be said that the boys soon split up into little groups, determined by their interest in the adoption of certain sections of the story, the working out of the characters or the allotment of parts. The boys knew just what they could do best.

The scenes chosen were:

1. An Evening at Home with Mother and Peggotty.
2. The Home After the Step-Father Arrives.
3. At the Inn (on the Way to Salem House).
4. A Day at Salem House.
5. Finding Aunt Betsy.
6. In Betsy Trotwood's Home.

It was decided to have a number of the class tell the connecting links of the story before each scene.

The active form, in which boys conduct their lessons, gives them an understanding of the relationship between learning and doing, and between study and practice. These boys as they put their heads together, making a play, forgot self, forgot hard work, but thought as a unit towards such a production of the story of little David Copperfield as would teach their schoolmates to love him as they did.

The play was prepared in this way: Each character in each scene was to study his own part and then plan what he was to say. The story itself provided much of the conversation. I expected difficulties to arise in teaching the boys how to imper-

sonate the female characters. But, no; one explanation was sufficient. Mrs. Copperfield, Peggotty, Miss Murdstone and Miss Trotwood were typical in dress and actions. The parents co-operated and I had very little to do in the matter of dress, wigs and make-up. "Mrs. Copperfield" was as pretty as David's mother was pictured in the story. He was a shy boy who had never taken a prominent part in school activities, nor did his mother know that it was her son who represented Mrs. Copperfield. Betsy Trotwood was impersonated by another boy who had not been understood by the teachers—inactive in every lesson but English.

At first the play was produced in the class room, to which the principal and several teachers had been invited. A quotation from the principal will explain. "This class has certainly been doing things this year—from getting into trouble up to worthy causes. I have always thought that David Copperfield was too hard for students in the eighth grade; but I see that it isn't." We were invited to give the play the last week as a part of the closing exercises. It is needless for me to say that everything, even to the "curtains," passed off like clock work.

VALUES

Remarks by the boys will give the evaluation of the project:
"It was better than the movies."

"It is the best year I've had in school."

"We will make such a success of this play that future classes will have a hard time to excel."

"We will not fail in this undertaking; we are professionals."

"We will make our English teacher proud of her work this year."

"I am sorry it is vacation time."

With this last project directly in line with the social needs of our students, the class solved many English problems, such as the necessary correct speech forms, the appreciation and interpretation of subject-matter, and the ability to choose the main thought in a classic. It gave the pupils opportunity for self-realization and for social adjustment. The purposeful activities awakened in the boys new and lasting interests.

The "Go Family"

A. Alces, Eighth Grade, Emerson School, West Hoboken, N. J.

SITUATION

During the school year we had been correcting faulty grammar, incorrect pronunciation, common incorrect expressions, and

careless enunciation. Captains had been chosen for each of the classes, also two pupils to act as first and second lieutenants, respectively. Class books were made by these captains, wherein all errors were listed. Once a week these errors were read by the captain, the poorly constructed sentences being correctly reconstructed and words carelessly enunciated resounded by the pupils who had made the mistakes. Under the heading "Observations," newspaper clippings were brought and pasted in books, and suggested improvements made in word use. The captain recorded any report given regarding poorly worded advertisements or signs in windows. These errors were carefully noted and corrected by the class. Pupils thus became very observant, and an awakened interest in English was manifested. The English classes had been studying the principal parts of verbs, and I suggested that we have a playlet, entitled the "Go Family," in order to emphasize the correct use of "gone" and "went." Immediately the class became interested, and they were told that should their undertaking prove successful we might later try something larger and more elaborate.

ACTIVITIES

One pupil was selected to write up the playlet, another to make a large dictionary, and still another to make the placards to be used in connection with the work. The large dictionary was made of pieces of wood for the frame work, which were covered with heavy brown wrapping paper. On the back "Dictionary" was printed in large type. This was placed in a vertical position on the platform, and was large enough to allow the small boy, who represented "Ain't," to try to force his way into the family's emporium. The family was represented by "Went," eldest brother; "Has," "Have," "Had," brothers, and "Gone," youngest of the family.

At first we find Mrs. Grammar seated outside of her home, the dictionary. She is surrounded by the sons, "Has," "Have," "Had" and "Gone." "Gone" is about to undertake a journey, accompanied by his brothers, and his mother is telling him that harm will never overtake him if he will be sure to have his brothers with him. "Went," the eldest brother, then returns and says he always travels alone and enjoys solitude. Among the characters we find a policeman, who is supposed to represent "Mr. Intelligent Public." He enters, in pursuit of "Ain't," who has forced his way into the dictionary, much to the indignation of the "Grammar Family." Needless to say, "Ain't" is immediately ejected.

RESULTS

Much enthusiasm was displayed by the amateur performers. The school showed interest and, judging from the applause given, appreciated the class effort. Pupils were anxious to give another performance, and our reading of "Snow-Bound" was looked forward to with awakened and renewed interest.

Health Playlet

*Gracella MacConnell, Eighth Grade, Franklin School,
Trenton, N. J.*

SITUATION

Health Week was a special period set aside by the City Commissioners. As we have departmental work in the Junior High School, I found it necessary to carry the project out without the co-operation of any other teacher. Most of the classes decided on a general discussion, but the 8A girls decided upon a playlet.

The following topics were suggested for discussion by the members of this class: Dirt, carelessness, gloom, sickness, ignorance, as a hindrance to health. As an aid, cleanliness, sunshine, happiness, rest, exercise and knowledge.

Since they wanted a playlet, they suggested writing their topics as characters, so everyone wrote on the topic she wished. A committee was appointed to choose the best work. Each pupil read her work. The best was chosen. Those who were to take the parts of the characters were chosen. Then costumes had to be provided. These were suggested by the participants. The outline of the playlet was written by one of the pupils.

They conducted their own rehearsals and planned their arrangement of the room. They invited their principal and three other teachers, as well as another eighth grade class. It was enjoyed so much that they gave it again at the Community Health Meeting.

HEALTH PLAYLET

A mother and her child sit by a table, on which are soiled dishes. Crumbs and papers are on the floor. The child has her head bandaged; she is ill. They fall asleep.

The spirits of Dirt, Carelessness, Gloom and Sickness enter at the bidding of Ignorance. Sickness stands by the child. Each recites.

Good Health arrives and calls her helpers, Cleanliness, Sunshine, Happiness, Rest, Exercise and Knowledge.

As they recite they walk toward their respective opponents, who disappear.

Good Health calls in a welfare worker, who speaks about tuberculosis and makes an appeal for the sale of Red Cross Christmas seals.

The mother and child wake up. The child looks about her and then tells her mother of her dream. She decides that she feels better, so they at once begin to clean the room.

The following illustrate the speeches prepared by the children:

Ignorance—I come to speak of Ignorance: Some people are ignorant because they do not have a chance to get an education. Others are ignorant, not because they did not have an education, but because they are careless and are dependable on others. Such people are called "Vain Pretenders of Knowledge." Ignorance is an enemy to the world. Some people are careless, allowing dirt to be in their homes. Windows are kept closed, so there is no fresh air or sunshine. Gloom and sickness enter the homes.

Sickness—I am Sickness. I reign over many homes. Some people do not heed me; others do. I keep guard over this child; she is under my control. I am a friend of Gloom, but not of Good Health. Many times I am associated with Carelessness. I am in many forms. I am conquered sometimes; though I do not like this.

Dirt—I am Dirt. I try to make cities believe in me. In some homes I am driven away. Some people say I must be avoided, for I get the best of those who do not avoid me. I carry germs around with me; also sickness. I visited a house the other day where a little girl was sick. I began to roam around the room and in a few days I had my work accomplished. I hope I shall never be conquered. The Board of Health is always after me, but I hide in some house where they shelter me.

Gloom—I am Gloom, and I take great pleasure in making people sick and sad. I am very happy when people give me the least chance to come into their lives and homes, to make them unhappy. My greatest and worst enemy is Sunshine. She tries to push me out whenever she can. The people provoke me when they try to push me out and they can't. Sometimes they do push me out when Sunshine helps them.

Carelessness—I am an invisible little creature; my name is Carelessness. Although I am invisible I am known all over the world. I cause sorrow, deaths, fires and bad health. In some cities and towns people have formed organizations to

ward off these sufferings that I cause the people. But in some city or town there is always a person who forgets to forbid me to enter his home. It may be for only a day or an hour. Nevertheless I can do much damage in that time. Good Health—I am Good Health. In order to obtain the greatest blessing in life, good health, we must establish three important factors. They are Sunshine, Fresh Air and Substantial Food. Good Health is being sound or whole physically, mentally and morally. If you have good health your business career will be successful. Have you the joy of good health? Or is disease lurking at your door? If it is, you should take long walks in fields or meadows, where the air is pure. If you are not strong you should not work in a factory, for your health will soon break.

Elections

M. Louise Henry, Bernards High School, Bernardsville, N. J.

SITUATION

Since the elections this year had a national interest, the children in the community civics class asked many questions as to how it was done. In the text, "Dunn's Community Civics," such topics as "Our Community," "Our National Community," "The World Community," made a transition to the issues of the campaign logical and simple. Therefore, by means of an "election," we took up both the process of election and a very simple study of political parties and campaign issues.

From one of the pupils, whose father was on one of the local election boards, we were able to secure an old canvasser's book, a poll book and a copy of the election laws. The whole process of election, from writing of petitions to announcing of results, was carefully and interestedly followed.

In order to get the machinery started, I appointed a pupil to act as Secretary of State and County Clerk. I also had the pupils declare their party preferences, and then appointed a County Election Board.

ACTIVITIES

The pupils then went about the business of writing petitions and getting signers. Every pupil in the civics classes, which contained one-half of the freshmen, wrote a petition to be candidate for some office. The form given by the election law was followed, and each petition was signed by five legal voters. By legal voters, we agreed to mean every freshman in school. We

called this class the First Election District of Bernards High School. The petitions were handed by the petitioners to Clifford Ludlow, the Secretary of State and County Clerk, who then met with the County Election Board and made out the ballot for the primaries. Meanwhile the County Board met and chose the District Election Board. This board then selected a day for registration, chose the canvassers, and succeeded in registering practically all the voters. The board next copied and posted the list of voters and arranged for the primaries. The boys on the board secured boxes for ballots, arranged the table and voting booth.

On the day of primary elections, October 14th, the members of the board in charge of the polls were very careful to see that the voters passed in and out as persons do at State elections, and that order was preserved. The commercial department had already mimeographed the ballots, as planned by the County Board, and the members of the board folded and numbered them and kept the poll book, as required by law. After the polls closed the board counted the ballots, making out the tally sheet properly. The results were then announced in class. These elections resulted in two full tickets, which were posted in a conspicuous place. Ballots resembling the usual official ballots were prepared.

One week before the general elections, which took place on October 28, 1920, the active campaign began. The class periods were devoted to a discussion of the issues of the national campaign, particularly of the League of Nations, the pupils bringing in material and becoming violently partisan in the discussion. About this time posters for various favorites appeared in the freshman session rooms which made up District No. 1. From the national issues we came to local issues. Each candidate found out, sometimes from an actual office-holder, the duties of his office, and made a speech stating those duties and his good intentions about them. The pupils who had been defeated in the primaries made speeches for their party or for favorite candidates. Every pupil made at least one speech, and most made several. The day before and the day of election several freshmen not in the Community Civics Class came to hear the speeches, and often were even moved to speak.

At the request of the pupils, a new election board took charge of the general elections. Whenever we departed from the legal procedure, as in this case, the proper method was carefully explained, with the reasons for our change. This board held another registration day, arranged the polls as before, superintended the election and counted the votes. Some excitement was created among members of the election board, the freshmen and the students in general by the fact that several of the teach-

ers, who, of course, were not registered, attempted to vote. The attached letters are self-explanatory, and served to show the pupils situations which they must be prepared to meet. They were rather pleased to learn that a somewhat similar incident had actually occurred in one voting district of the township, and the procedure followed was the same as was advised for Mr. Aungst.

The Board took great pleasure, when counting the ballots, in throwing out the "marked" ones, of which there were a rather large number, owing, probably, to the fact that half of the voters, not having been in class, had had no instruction in voting.

RESULTS

This plan of instruction proved worth while. All Freshmen learned something of the method of voting. By means of it the pupils were stirred to study the campaign issues at first hand, to learn some definite facts about the League of Nations, to find out what political parties are, what they stand for and why we have them. They were obliged to look up the duties of the various offices for which they were running, and the whole class was held responsible for the information brought in. The township officers especially were made to seem more real and the class came to realize that there was a definite relation between every individual and the township clerk. For instance, they found that dog and hunting licenses are secured from him. They came to see that a closer relationship exists between the subject of Community Civics and their duties as citizens, and when we returned to the text-book they took it up with more enthusiasm and purpose. Considering the small amount of work involved, the plan was more than worth while.

Fold to this line

DEMOCRATIC PRIMARY TICKET

HIGH SCHOOL OF BERNARDS, SOMERSET COUNTY, ELECTION DISTRICT No. 1
OCTOBER 14, 1920

Mark a cross X in the space at the left of the name of the person for whom you wish to vote.

For Member of House of Representatives
Vote for one

ERNEST GUEST

For Member of the Board of Chosen Freeholders (1 yr. term)
Vote for oneFor Member of State Senate
Vote for oneMARY GUEST
ETHEL VALENTINEFor Member of the Township Committee
Vote for oneFor Member of General Assembly
Vote for one

WILMA DUFFORD

For Collector of Taxes
Vote for oneFor Coroner
Vote for oneFor Road Supervisor
Vote for oneFor Member of Board of Chosen Freeholders (3 yr. term)
Vote for one

SARTELL MOORE

For Township Clerk
Vote for one
WILLIAM ACKENFor Member of Board of Chosen Freeholders (2 yr. term)
Vote for oneFor Member of County Executive Committee
Vote for oneFor Constable
Vote for two

SAMPLE AFFIDAVITS AND LETTERS

Mr. Louis M. Burton,

Chairman of Board of Elections.

Dear Sir:

This is to certify that I am a citizen of District No. 1, School Election, Bernards Township; that I have resided in this district for a period of not less than thirty days; that I do not claim my registration elsewhere and that I am duly qualified to vote in this district under the laws of New Jersey.

Signed, PAUL H. AXTELL.

In witness whereof I have affixed hereunto my signature and the seal of the district.

Sworn and subscribed to before me this 28th day of October, 1920.

A. C. FERRY.

My term expires June 27, 1921.

November 9th, 1920.

Mr. Paul H. Axtell,
Bernardsville,
New Jersey.

Dear Sir:

As you have gone before the Notary Public and he has signed his name saying that you have the right, we therefore will allow you to vote in District No. 1, School Elections of Bernards Township, before 3:30 P. M., October 28, 1920.

Yours truly,

LOIS M. BURTON,
For Board of Elections.

October 28th, 1920.

Honorable Members of the Election Board, District No. 1,
School Elections, Bernards Township.

Gentlemen:

I am at present registered to vote in another district of your county, but since Registration Day I have moved into your district.

To-day is the 30th day of my residence within your district and I wish to know from your board what procedure I must follow in order to be allowed to vote to-day, before the polls are closed.

Very hastily yours,

D. FRED AUNGST,
Supervising Principal.

DFA MS
10-28-20

Writing a Play

Paul H. Axtell, High School, Bernardsville, New Jersey.

When the students of the Senior Class began to talk of Class Day, and the idea of giving a play was brought up, the suggestion was made that we write our own play. I made no comments other than to say that if they undertook it they must realize that it was a big job, and organize the work accordingly. Without much difficulty, and without any suggestions on my part, the following plan was adopted:

A period was set aside for the discussion of methods to be used in writing a play, at the end of which five leaders were nominated and elected by the class. These leaders chose their committees, consisting of five each. The leaders in turn composed a committee of five. With this committee arrangement,

the actual work of writing a play went forward. On the first composition day each member of the class wrote a plot for the play. During the class period the committees met under their separate leaders and decided which was the best plot within each group. The committee of leaders then met and selected from among the best five plots the one they thought would be most suitable to use for a class play. The name of this play was "Lost and Found," and was copied in detail upon the board, so that each member of the class might become familiar with the details, and make a copy for himself. The following is the synopsis of the play as finally developed:

Act I

Scene I—

- A. A group of girls are discussing the arrival of a new girl at school and the prospects of the future.
- B. The girls decide to initiate Mary Rose into the Psi Delta Nu, although she is a sworn friend of Miss Frost, their enemy.

Scene II—Same social room, a few weeks later.

- A. By ones and twos the boys and girls join the group which gathered the afternoon after the Junior-Senior basket ball game.
- B. It is learned that Jack Smith had escorted Mary Rose to the game. Much curiosity is aroused.
- C. The group disperses after talking over Virginia's party, which is to take place the next night.

Act II

Scene I—Drawing room in the Dare home.

- A. The party is in full sway.
- B. Mrs. Brent comes to make apologies for Mary Rose's absence.
- C. Jack Smith is chief funmaker.
- D. Bob Gray meets Anne for the first time and becomes especially fond of her.

Act III

Scene I—In school "gym."

- A. News is spread of the sudden disappearance from college of Bob Gray.
- B. The try-out for "As You Like It" begins, under Prof. Case's supervision.
- C. Characters chosen are:
 - 1. Rosalind Anne Pierson
 - 2. Celia Mary R. Briar

3. Touchstone Jack Smith
 4. Orlando Jim Barber
 5. Oliver Fred Davis
 6. Jacques Nora Burke
 7. The Duke Bill Allison
- D. Miss Frost is furious because Mary Rose is not chosen for Rosalind, and plans to help her outdo Anne by understudying her.
- E. Rehearsals progress remarkably well.
- F. After the last rehearsal, Mary Rose steals Anne's costumes.

Scene II—

- A. Anne, through Mary Rose's strategy, arrives late at school and discovers the theft. She immediately discloses the fact to Prof. Case.
- B. Jack hears of it and immediately suspects Mary Rose. He proves her guilt. As he knew the Brent home well, he goes alone to recover the costumes left in Mary Rose's room at her home.
- C. Jack reaches the school just in time.
- D. Anne is an overwhelming success.
- E. After the play Bob Gray appears and is first seen congratulating Anne.
- F. A happy close follows.

Before the class began the writing of the play I loaned the members of the class a good many copies of modern plays in order that they might have something to guide them in writing both the plot and the conversation of the play. The actual work of writing the play then followed. The first scene of the first act was written by every member of the class—the best first scene was selected from each group. Then the committee of leaders met and wove the best five first scenes into the final first scene. This was then handed to the typewriting students of the class, to be typed and returned to the groups for correction. The final act was then handed to the instructor. This was the method used in writing the scenes of each act.

Each member of the class was asked to write a description of the methods employed in writing the senior plan. One of these follows:

RUTH PALMER

English IV

HOW WE WROTE OUR CLASS PLAY

The project of writing a play was undertaken by the class of 1921 in a systematic and well-organized way. After a class

recitation devoted to the consideration of the important points in play writing, several short plays were distributed among the members of the class. The object of this distribution of plays was to enable the pupils of the class to get ideas for plots, and the development of plots. Then, as a theme assignment for the next Monday, we wrote individual plots for plays.

The first step in the selection of the best plot, and the one to be used as the basis of our class play, was the selection by the class of the best five plots. Then, after further consideration of these five, the class voted the plot "Lost and Found," as the best one to use.

The next thing to do in order to go about the writing of the play systematically was to decide on some way whereby we could write up the conversation of the play. The class voted on five members of the class to be chairmen of committees; the chairmen chose the first member of the committee, that member another, and so on, until all the pupils in the class had been chosen. Under such a system of organization, we started to write the conversation.

The method we adopted for getting one report from the whole class was very simple, although the task of writing this conversation was not an easy one. Each individual in the class wrote the conversation for the first scene of the first act; then, in each committee, the individual reports were combined into a committee report, the committee reports were likewise combined into one class report of the first scene of the first act. The committee reports were written by some member of each committee appointed by the chairman; the class report was written up by a member of the class appointed by the five committee chairmen or by the chairman of one of the groups.

As each one of the class reports was handed in, a typewritten copy was made. This was corrected, and suggestions were made for better construction and expression. It was intended that each person in the class should have a copy of each act, as it was completed.

At one of the meetings of the class, a committee was appointed to design the book, should we put it into book form. It has not yet been decided whether we shall put it in book form or not. The entire play is now being typewritten and copies will be put into the hands of each pupil as soon as they are completed.

After the play was completed it was decided that it lacked many elements of a good play and some criticisms were written. One of these follows:





RONALD GULICK

SUGGESTIONS FOR PLOT

The play in its present form seems to lack a firm outline of a plot—there is no definite progress of events; all of which is easy enough to say but quite another thing to remedy. In the first place, I believe our original plot is in itself rather weak, *i. e.*, the stealing of the dress, etc. True enough, it is said, great writers can produce worthy plays upon the most trivial of circumstances, but it seems to be advisable in the present situation to develop the plot, by making it a bit more complex, perhaps, or by introducing the element of mystery, an essential requisite for appealing to an audience. As it is, there is no “foreshadowing of events” whatsoever—we have failed to put into practice the “dramatic technique” we imagine we possess.

So much for what we haven’t done. Now for what we can do. In the first place, let us introduce a new idea into the plot—it doesn’t matter what it is—there are hundreds of possible ideas which might well be interwoven with our present plot. The thing we are driving at is simply this: We first need a definite goal for developing our plot, which may afford an opportunity for the introduction of mystery. The other affair is a small matter. It is comparatively simple to introduce occasional “foreshadowings”; sentences here and there which will increase the interest of the audience.

Again, I believe the conclusion will bear improvement. For often is an otherwise good play ruined in its effect on the audience by the ending. There are plenty of opportunities for an enjoyable ending without the usual short-story-method-dramatic ending. The idea of the conclusion is perhaps desirable, yet could it not be introduced a trifle more skillfully, more adroitly?

INSTRUCTOR’S CRITICISM

I believe that the writing and criticising that the pupils did was of very great value. I carefully refrained from giving suggestions or criticising the results because I wanted to see just what would be done. The result is not bad. A play of about ten thousand words has been written which is without any question the real work of the pupils. It lacks the imaginative element and there is no plot development; but some of the conversation and dialogue is especially good. I do not believe that in its present form it is good enough to present as a class night play; but with a little working over it could be made into a play that would be a credit to a high school class.

Perhaps there are many who think that such a project is not a very good one. Perhaps it is not; but I am convinced that students who write a play of ten to fifteen thousand words and carefully criticise it themselves derive some value from the undertaking.

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